

The Relationship Between Parenting Patterns Of Working Mothers With Child Growth And Development In TK An Nuur Lubuk Alung Padang Pariaman District

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Abstrak

Working mothers have a dual role in addition to being a career as well as a housewife. One of the impacts of working mothers is not being able to give full attention to their children in the stage of rapid growth and development. The purpose of this study was to study the relationship between the growth and development of kindergarten children and the parenting patterns of working mothers. This study is an analytic observational study with a cross sectional design. The sample of this study were kindergarten children whose mothers worked. The sample size was 58 kindergarten children. Samples were selected by simple random sampling. The independent variable of the study is parenting, namely the intensity of the meeting between mother and child, the length of time the mother is with the child, the activities carried out by the mother with the child, the mother's communication with the child, and the determination of the meal menu in the family. The results of the study showed that the majority of children's growth was normal (81%), according to their development (91.4%), the intensity of meetings was rare (53.4%), the mother spent less time with the child (32.8), the highest activity was eating (75.9%), two-way communication (75.9%), and mother as the determinant of eating (69%). The results of the spearman correlation statistical test show that there is a relationship but not significant between communication and the growth and development of kindergarten children ($r_s = 0.223$; $p = 0.093$), and there is a positive relationship with strong closeness and the relationship is significant between communication and child development ($r_s = 0.403$; $p = 0.002$). The results of the chi-square statistical test show that there is no relationship between mother and child activities and child growth and development. Based on the results of this research, it can be concluded that working mothers lose a lot of time accompanying their children. Therefore, it is recommended that kindergartens conduct periodic child growth and development tests every six months and working mothers should be able to use their time with their children as effectively as possible.

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Keyword

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INTRODUCTION

Indonesia is one of the developing countries where the economic system is still not stable enough. The monetary crisis that has occurred since 2017 is one of the manifestations of this instability. One of the impacts of the monetary crisis is the increasing price of food so that more needs cannot be met. To meet these needs, one of the ways that can be done is that housewives must work to increase family income (Handayani, 2018).

Mothers working outside the home have multiple reasons, such as shifting views of society, socioeconomics, and other things that are personal and expansion of opportunities or information (Suyata, 2017). According to Suprpto (2017), the most likely reason for women to work is economic factors. Working mothers want to help improve the family's economic conditions for the better.

Working mothers have a dual role in addition to being career women as well as housewives where mothers must be able to divide their time between work and childcare as well as possible. Usually in working mothers, childcare is left to the caregiver while she works and can only take care of the child intensively after returning from work (Mangkuprawira, 2018).

Meanwhile, the role of the mother is very important in child development, especially at kindergarten age. The mother's role is needed to provide stimulation to children's activities, develop intelligence and prepare children to enter the school world (Woolfson, 2019). All parents expect their children to grow up to be smart, happy, and have a good personality. Parents are required to be able to observe children's development well and apply the right parenting to realize these expectations (Tedjasaputra, 2018).

Kindergarten is the beginning of a child's introduction to a social environment that exists in the general community, outside the family. Kindergarten is an institution that in addition to providing opportunities to play while learning to children, also educates children to be independent, socialize and gain various children's skills (Santoso and Ranti, 2019). Kindergarten age children are experiencing a very rapid growth and development period. At this time, the process of physical, emotional,

and social changes in children takes place rapidly, which is influenced by various factors, both from the child himself and his environment. The growth and development of kindergarten-aged children can be monitored through physical measurements and through observations of children's attitudes and behavior (Santoso and Ranti, 2019).

A large survey conducted by the US Department of Labor since the 90s through the National Longitudinal Survey of Youth shows that parents (especially mothers) who work have a negative influence on children's cognitive development such as inhibited speech when children are 3 to 4 years old. Even more frightening, by the time the child is 5-6 years old, the child will have difficulty in math and language learning. Although the survey was conducted in the US, the results of this survey are worth examining because the phenomenon of working mothers is also experienced by many young mothers in Indonesia. Especially when considering the impact because if it is true, it will concern the child's future.

According to Chalke (2016), for some mothers, working is only for the sake of providing for the family, but there are some mothers who derive many benefits from their work rather than just earning an income. According to Wolfson (2019), the role of parents, especially mothers, in raising and guiding their children's behavior can be more influential than anything else.

Mothers play an important role in childcare, because mothers have a greater role in instilling all the actions that are real on a daily basis. Working mothers cannot take the full time to accompany their children in the process of growth and development because their time is divided with their work (Enoch, 2019).

According to Titi (1993) in Soetjningsih (2015) children need 3 basic needs for growth and development. The three basic needs are physical and biomedical needs (ASUH), emotional needs/affection (ASIH) and the need for mental stimulation (ASAH).

The ideal parenting pattern is done by the parents themselves. However, this will shift when a mother has to work outside the home because parenting is no longer entirely

in the hands of the mother, making it difficult for the mother to monitor the growth and development of her child (Wulandari, 2015).

Students from An Nuur Lubuk Alung Kindergarten mostly come from residential residents whose mothers work. Based on the results of a preliminary survey at An Nuur Lubuk Alung Kindergarten, on December 2, 2023, several child development problems were identified. One of them is the existence of several kindergarten children from working mothers who experience disturbances in growth and development.

Based on the description of these problems, this research will examine the parenting and growth and development of kindergarten children from working mothers.

Based on the analysis above, the authors are interested in conducting a study entitled "The Relationship between Working

Mother's Parenting Patterns and Children's Growth and Development at An Nuur Lubuk Alung Kindergarten, Padang Pariaman Regency",

METHOD

This research is a quantitative study with a cross sectional design or approach. According to Sugiyono (2013), cross sectional research is a study conducted at one time and one time, to find the relationship between independent variables (risk factors) and dependent variables (effects). Respondents were studied at the same time, meaning that each research subject was studied only once and risk factors and impacts (effects) were measured according to the state or status at the time they were encountered.

RESULT

Table 1 Distribution of Parenting Patterns of Working Mothers in An Nuur Lubuk Alung Kindergarten Children

Parenting Pattern	f	%
Less	8	13,8
Simply	33	56,9
Good	17	29,3
Total	58	100

Parenting variables consisting of the intensity of the mother's meeting with the child, the length of time to meet, activities carried out, communication, and menu determinants, are then scored. So that it can be known in general the parenting patterns that have been carried out by mothers of kindergarten children

to their children are included in the good, moderate, or less category. The distribution of parenting patterns by working mothers of An Nuur Lubuk Alung kindergarten children shows that most of the parenting patterns of working mothers are moderate, as many as 33 respondents (56.9%).

Table 2 Distribution of Child Development at An Nuur Lubuk Alung Kindergarten, Padang Pariaman Regency

Parenting Pattern	f	%
Less	1	1,7
Simply	4	6,9
Good	53	91,4
Total	58	100

The development of kindergarten children was measured by a pre-screening questionnaire (KPSP) and categorized into appropriate, doubtful, and possible deviations. The distribution of child development is presented in Table 6.17 which shows that

most of the kindergarten children's development was appropriate, as many as 53 children (91.4%). There were 4 children (6.9%) who had questionable development and 1 child (1.7%) who had possible deviations in their development.

Table 3 Results of Data Analysis of the Relationship between Family Support and Recurrence in Schizophrenia Patients

Family Support	Recurrence								P Value
	Deviations		Doubtful		Compliant		Total		
	f	%	f	%	f	%	f	%	
less	1	100	1	25,0	5	9,4	7	12,1	0,175
Simply	0	0	2	50,0	32	60,4	34	58,6	
Good	0	0	1	25,0	16	30,2	17	29,3	

The results of the Spearman Correlations statistical test ($\alpha = 0.05$) obtained a Pvalue = 0.175. This shows that there is no significant relationship between parenting and kindergarten child development. Mother-child communication is one of the variables of parenting. In the cross tabulation of mother-child communication with child development presented in table 5.31 shows that in all kindergarten children who may have deviations in their development, the communication that is usually carried out is 2-way communication, namely 1 child (100%). For the majority of kindergarten children whose development was questionable, the most common communication between mother and child was unidirectional communication. Whereas in most kindergarten children whose development is appropriate, the most communication carried out between mothers and children is 2-way communication, as many as 43 children (81.1%).

DISCUSSION

The results showed that most of the kindergarten children's development was appropriate, as many as 53 children (91.4%). Kindergarten children whose development is appropriate for their age, can know and do things that can usually be done by children their age. They can follow the games and commands contained in the developmental test form. At school they seem to enjoy hanging out with their friends, playing, running, shouting, jumping, climbing, and not standing still. At recess the child looks more radiant towards the playground, creative with the toys provided by the kindergarten teacher, and always wants to try something (toys) that is around him. Children will immediately ask spontaneously and eagerly if there is something they do not know. Of all the samples there were 4 children (6.9%) whose

development was questionable. They are not as cheerful as other children, they tend to prefer to be with their caregivers, are timid, cry easily, and do not want to be left by their mothers or caregivers. They did not want to be separated from their mother or caregiver at all. One child (1.7%) who had possible developmental deviations was unable to follow the games and commands on the developmental test form. The child was unable to understand the teacher's commands and was unable to speak but was able to nod his head when asked.

According to Santoso and Ranti (2004), a healthy child is a child who can grow and develop properly and regularly, his soul develops according to his age level, is active, happy, eats regularly, is clean, and can adjust to his environment. According to Rumini and Sundari (2004), by the time children reach kindergarten age, around the age of 5 years to 6 years, they should be able to bathe themselves, dress themselves, tie their shoelaces, comb their hair properly, cut, simple sewing, be able to draw with the help of crayon pencils, oil paints, arrange blocks, pinch, bekelan, and so on.

The results showed that the intensity of meeting mothers with kindergarten children was mostly rare (2 times per day), as many as 31 people (53.4%). The quantity and quality of meetings with children is the desire of every parent, but not all parents understand how to create it even in non-working mothers. In fact, the main thing is to understand the child's wants and needs, and to explore his soul, including what he wants. Many meetings do not guarantee that the child's intelligence will increase, and vice versa, the main thing is the quality of each meeting (Perempuan, 2008).

The length of time mothers spend with their children each day is mostly less (2 hours to less than 5 hours each day), as many as 19

people (32.8%). Mothers should be able to provide as much time as possible for their children despite working. If the time available is very little, then with that little time it can be utilized as well as possible. For example, by taking the child for a walk on vacation to get closer emotionally. This activity is also useful for fostering children's emotional satisfaction (Perempuan, 2008). One of the principles of parenting is spending time with children. This is very important in the care of children so as to create an environment and atmosphere that supports their development (MOH, 2007).

Most of the activities that mothers do with their children are eating, playing, and learning. Working mothers must be able to divide their time between work and children. Mothers must still be able to face their children with joy and intimacy even when they are tired after work. Such as storytelling, creative play or just asking about the child's activities during the day. According to Rumini and Sundari (2004), childhood is the age of play because most of the time is used for play. Santoso and Ranti (2004) argue that play and recreation is one of the needs that children need to grow and become healthy children.

Most of the communication between mothers and children is two-way communication, as many as 44 people (75.9%). Two-way communication is where two communicators are equally active in communicating. When the child asks a question, the mother always tries to answer the question. Mothers also try to listen and respond when children talk or tell stories. Vice versa, when the mother speaks or asks questions, the child tries to listen to every word and answer his mother's questions. According to Arif (2008), parents who have an effective communication style will make their children smarter. Effective communication, among others, is shown by the attitude of parents who patiently listen to their children's opinions and try to serve every question the child asks. This communication style is very good for the development of the child's right brain.

Children will become creative, have initiative and dare to take risks. Saifullah and Maulana (2015) argue that 2-way communication is needed by parents in an

effort to understand the child's personality in all aspects to optimize the child's intelligence. Enoch (1999) states that for working or career mothers there is no problem in terms of communication at this time because mothers can check the needs of children by telephone. The determinant of the meal menu in the family is mostly the mother, as many as 40 people (69%). In general, the organization of food in the household is carried out by the mother. According to Sanjur (1982), the determinant of the meal menu in the family is usually dominated by the mother. The mother is the one who knows more about everything about the family, including the finances that will be used for food shopping in the family. The mother is the gate keeper in the family. Kindergarten children are passive consumers because they are not yet able to distinguish or choose for themselves between foods that are good and bad for their bodies. According to Santoso and Ranti (2004), mothers with good nutritional knowledge will provide healthy food to their children as early as possible to train healthy eating habits. The results of the study also show that there are mothers and children as determinants of family meals. Based on the interview, it is known that the mother determines the family meal menu according to the child's request so that the child is happy to eat. Based on the results of the study, it is also known that there is a grandmother as the determinant of family meals. The food that grandmother cooks every day is her grandchildren's favorite food. The food cooked by the grandmother is the favorite food of her granddaughter who is still in kindergarten. The grandmother is very attentive and affectionate to her grandchildren and even knows her grandchildren's favorite food better than her own biological mother. Sometimes the grandmother's parenting is better than her own biological mother because the grandmother has experience parenting her child who is currently the mother of her grandchild.

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